**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
World History (HONORS)**

**Final Exam Review (Honors)**

On the final exam, there will be 4 sections: one essay, short answer questions, maps, and a timeline. To help you review for this exam, there is a section in this review packet for each section of the exam, plus an overview of what you will see when you take the test.

**SECTION 1: ESSAY**

On the exam you will be asked to write an essay about one of the following prompts. Only two of the following prompts will actually appear on the exam.

1. PROMPT 1: What does the European Renaissance tell us about what it means to be human? In your answer, mention some of the famous artists, the Age of Exploration, and the Protestant Reformation. Also consider what came before the Renaissance and its place in world history.
2. PROMPT 2: John Green claims that the European Renaissance was not actually a “thing”. To what extent do you agree? To receive full credit, be sure to explain John Green’s argument and use facts (from both the history of Europe and the Middle East that we’ve studied) to back up your position.
3. PROMPT 3: What were the various sources of justice during the European Renaissance? In your answer, define justice and refer to the Age of Exploration and Protestant Reformation to get full credit.

**Essay Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4 – Advanced** | **3 – Proficient** | **2- Progressing** | **1 – Not Meeting the Standards** |
| **clearThesis –**  **Answering the question** | Contains a well-developed thesis that directly addresses the question, includes the main points of the argument, and “goes deep” in its critical thinking | Contains a sufficient thesis that addresses the question, includes the main points of the argument, but it needs to go deeper in its critical thinking. | Contains an undeveloped thesis that doesn’t quite answer the question and/or does not include the main points of the argument. | Contains no thesis or the thesis is not easily identifiable. |
| **clearOrganization**  **of**  **Ideas** | The essay presents a well-organized argument, and each of the individual sections are also well-organized and flow logically. | The overall organization of the essay is good, but individual sections are only adequately organized, and do not always flow logically. | The overall organization of the essay is adequate, but the individual sections have little or no organization. | The essay is not organized in any way, or is simply a descriptive narrative. |
| **clearSufficiency and**  **Accuracy**  **of**  **Information** | Accurately uses substantial number of specific facts in supporting thesis. The essay uses textual evidence from multiple sources and/or a wide range of information. | Contains some specific facts related to the thesis, though not many. Usually accurate. The essay uses textual evidence from multiple sources and/or a wide range of information | Few specific facts used in defense of the thesis. Significant inaccuracies. The essay barely uses textual evidence and/or does not use a wide range of information. | Contains no facts to support the thesis, or the facts are completely inaccurate. |
| **Analysis** | The essay effectively uses facts and/or textual evidence to back up its thesis and supporting points—it explicitly says how the evidence relates to the thesis. The essay also shows evidence of “deep” thinking. | The essay sometimes uses facts and/or textual evidence to back up its thesis and supporting points, but it may fall short of always connecting ideas. The essay shows glimpses of “deep” thinking. | The essay only uses facts and/or textual evidence to back up its thesis once or twice. It does not show how the facts relate to the thesis. It needs more “deep” thinking. | The essay does not back up its statements with facts or textual evidence. It lacks “deep thinking” and is just description. |
| **clear“Mechanics”** | Essay uses good spelling and grammar, WAS **PROOF-READ**, and is written with **neat handwriting**. | Uses acceptable spelling and grammar, though there are some errors with punctuation and capitalization. | Poor spelling and grammar, and reflects little effort at neatness given the time available. | Written so poorly that it inhibits understanding. |

**SECTION 2: VOCABULARY**

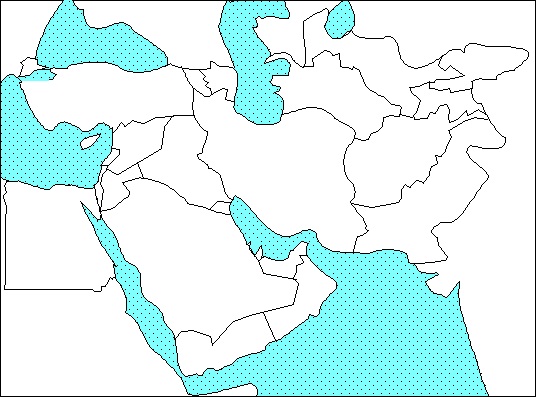
All short answer questions on the test will come from this word list. To help yourself learn them, define each here, put terms on flashcards, put each into word webs with others in the same unit, and make connections between various terms. **For all starred\* words, know the definition and the year, and place each starred word on the timeline in section 4.**

1. The Middle Ages\*
2. Barbarians
3. Alaric
4. Theodoric
5. Charlemagne\*
6. Cloderic
7. Clovis
8. Battle of Roncevaux\*
9. *Song of Roland*
10. Monks
11. Laws of the Barbarians\*
12. Pope Gregory the Great\*
13. Spread of Christianity
14. Hymns
15. missionaries
16. St. Augustine
17. St. Boniface
18. Feudalism (know what it was, its positive effects, its negative effects, and why/how it ended)
19. Fiefs
20. Manors
21. Knights
22. Serfs
23. Peasants’ Revolt\*
24. The Crusades\*
25. Pope Urban II
26. Saladin
27. King Richard I
28. Muhammad
29. Kaaba
30. Mecca
31. Khadijah
32. Quran
33. Hijra\*
34. Medina
35. Quraysh
36. Angel Gabriel
37. Zoroastrianism
38. Night of Power
39. Animism
40. Ummah
41. Mawalis
42. Jizyah
43. “People of the Book”
44. Hadith
45. Sunnah
46. Five Pillars of Islam
47. Sunni Muslims
48. Shia Muslims
49. Rightly-guided caliphs
50. Caliph
51. Umayyad Dynasty\*
52. Abbasid Dynasty\*
53. Islamic Golden Age\*
54. Baghdad
55. House of Wisdom
56. Indian Ocean Trade\*
57. John Wycliffe
58. The Black Death\*
59. The Renaissance\*
60. Humanism
61. Skepticism
62. Secularism
63. Individualism
64. Italian city states
65. Florence
66. Lorenzo de’ Medici
67. Leonardo da Vinci\*
68. Michelangelo
69. Machiavelli
70. Savonarola
71. Johann Gutenberg & the printing press\*
72. Martin Luther
73. Indulgence
74. *95 Theses*
75. Protestant Reformation\*
76. Protestantism
77. Calvinism
78. Anabaptists
79. Church of England
80. Lutheranism
81. Nicolas Copernicus (including the date of his major theory)\*
82. Galileo Galilei
83. Johannes Kepler
84. Prince Henry the Navigator
85. Christopher Columbus
86. Vasco de Gama\*
87. Ferdinand Magellan
88. Harlem Renaissance

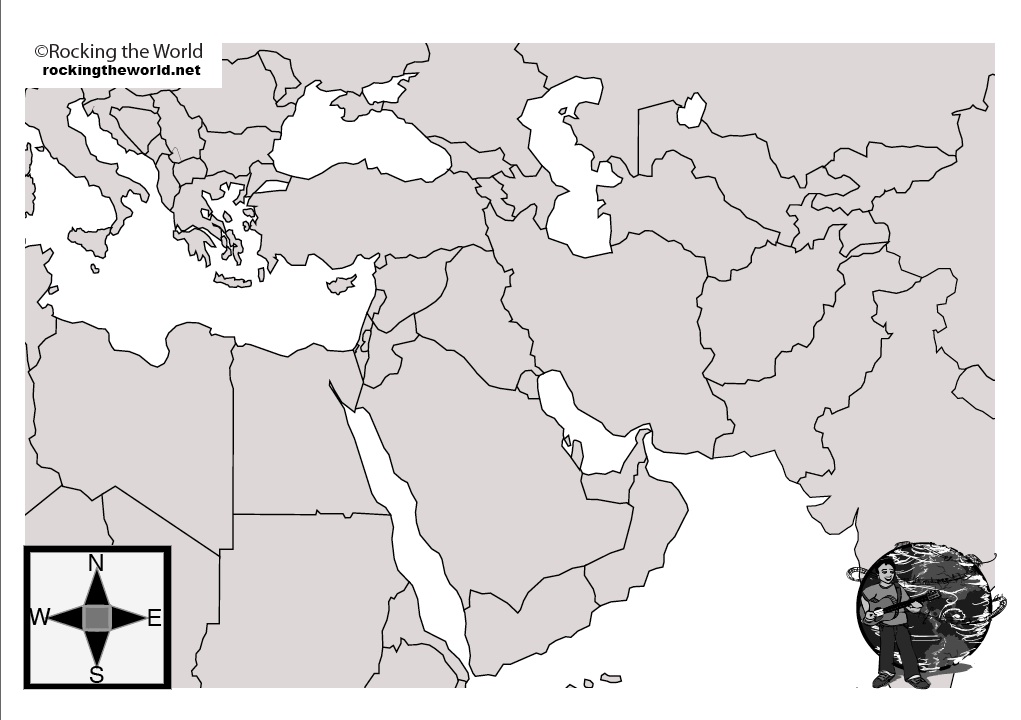
**SECTION 3: MAPS**

There will be two maps on the exam: a map of the Middle East and a map of Europe. Blank maps are in this packet for practice. There are two different kinds of maps, and that is so you don’t get overly used to just one kind of map. If you’d like more blank maps for practice, you can print them from the class wiki.

* *Know the Middle East* (as the map exists today):
  + *Countries:* Afghanistan, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Oman, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen



*Middle East Practice Map #1*

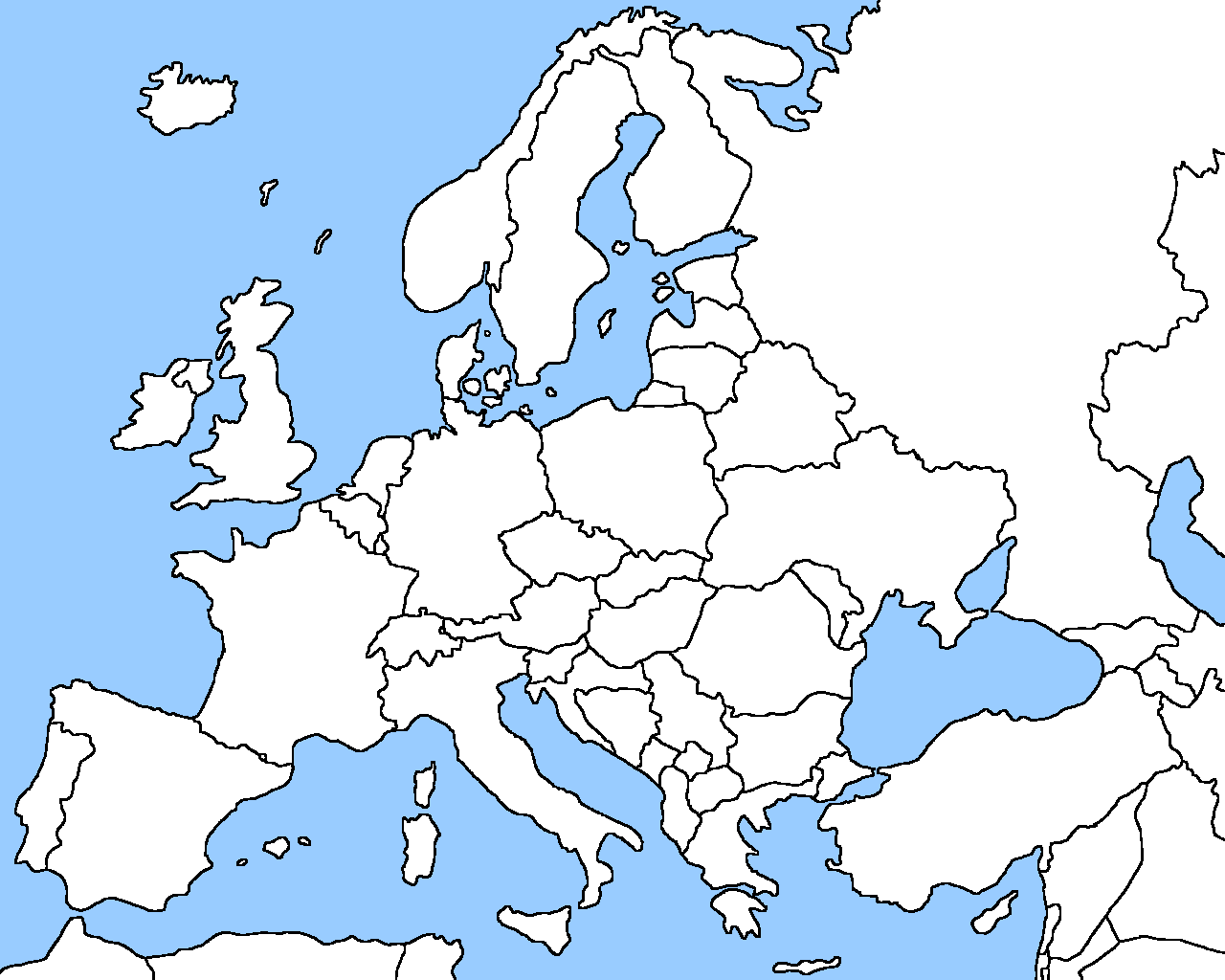


*Middle East Practice Map #2*

* *Know Europe* (as the map exists today): Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, the Netherlands, Norway, Poland, Portugal, Russia, Slovakia, Spain, Sweden, Switzerland, Turkey, United Kingdom



*Europe Practice Map #1*



*Europe Practice Map #2*

**SECTION 4: TIMELINE**

Plot the starred words from the vocabulary section of this review on the timeline below. On the exam, you will have a timeline similar to the one

500 700 900 1100 1300 1500 1700

**SECTION 5: TYPES OF QUESTIONS/HOW TO STUDY**

1. **Essay** – First read and make sure you understand the essay prompt. Write it over in your own words. Then, read the primary source multiple times, and write annotations for it. Thereafter, think about your essay. Write an outline for it.

The essay should follow this format:

* 1. **Intro:** Take 1-2 sentences to “hook” the reader, then state your thesis.
  2. **Body Paragraphs (at least three)**: Be sure to incorporate and analyze quotations from the primary source excerpt here. Connect everything back to the thesis.
  3. **Conclusion**: In 1-2 sentences, wrap up what you said in your entire essay.

1. **Short Answer** – Short Answer questions will be four basic types: Identification, “All in the Family”, “Odd Man Out”, and Analysis. The number of sentences you write for each answer should match the number of points that question is worth.
   1. Sample Identification Question, 1 point

**Define John Wycliffe.**

* 1. Sample “All in the Family”, 3 points -

**Explain how all three terms are related:** Middle Ages, Renaissance, Black Death

* 1. Sample “Odd Man Out”, 3 points

**Choose which word does not belong, and explain why. In your answer, explain how the two that do belong relate:** skepticism, Black Death, Protestant Reformation

* 1. Sample Analysis Question, 5 points

-**Explain the impact of the Islamic Golden Age.**

**-Explain how feudalism worked. Did it create justice in Europe?**

**-Explain how Christianity spread in the early Middle Ages.**

**-Explain the causes and effects of the Crusades.**

1. **Timeline** – Know all starred vocabulary words, and be able to place them on a timeline.
   1. **Tip for studying:** Draw a blank timeline and try to plot 5 random starred words. Plot the ones you know first, then try to guess about the others. Double check the right answers, then choose a few more. As you get better, choose a larger set of words until you can do all of them.
2. **Map** – See Map section above
   1. **Tip for studying:** Use blank maps over and over again. It works